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ABSTRACT

Developed by the Oklahoma State Department of Health, this booklet is the second in a series that provides tips that parents can use to help their children grow. The booklet is divided into three sections. The first section, "Getting Along as a Person," discusses a child's self-esteem, self-concept, and self-control, and suggests ways for parents to help their children feel good about themselves. This section also focuses on the consequences of behavior and on the concept of time out as a way to remove children from a situation until they can control their behavior. The second section, "Getting Along as a Family," addresses family problem solving, family communication, siblings, family routines, and discipline in public places. The final section, "Getting along with Others," discusses getting along with friends and getting along at school, and suggests ways to handle a child who physically hurts another child. An appendix provides a list of additional resources on parenting and child development, parent support groups, and other community resources. (MM)

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Volume II

A Survival Kit for Parents and Kids

For Parents' Sake

Tips for Parents

PS 020913

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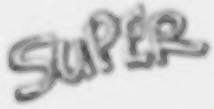
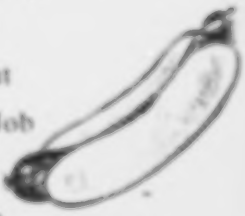
Good • Neat • Well Done • Remarkable • I Knew You Could Do It • Fantastic
Super Star • Nice Work • Looking Good • Beautiful • I'm Proud Of You
Now You're Flying • You're On Top Of It • How Nice • You're Incredible
Now You've Got It • You're Fantastic • How Smart • You're Catching On
You're On Target • That's Incredible • You're On Your Way • Hurray For You
Good For You • Hot Dog • Dynamite • You're Beautiful • You're Unique

To Praise



Nothing Can Stop You Now • Good Job • Remarkable Job • You Are Exciting
You're A Winner • Beautiful Work • Spectacular • You're Spectacular
You're Darling • You're Precious • Great Discovery • You Figured It Out
You've Discovered The Secret • Fantastic Job • Hip, Hip, Hurray • Super Job
Magnificent • Marvelous • Terrific • You're Important • Phenomenal
You're Sensational • Super Work • Creative Job • Bingo • Fantastic Job
Exceptional Performance • You Are Fun • You're A Real Trooper • I Like You
You Are Responsible • You Learned It Right • What An Imagination • A+ Job



A Child

You're A-OK • What A Good Listener • You're Growing Up • You Care
I Trust You • You Tried Hard • Beautiful Sharing • Outstanding Performance
You're A Good Friend • You're A Joy • You're Important • That's The Best
You Make Me Happy • You've Got A Friend • You Belong • You're Perfect
I Respect You • My Buddy • You Mean The World To Me • That's Correct
Awesome • You're A Treasure • You're Wonderful • You Brighten My Day
You Made My Day • You Mean A Lot To Me • You Make Me Laugh
A Big Hug • A Big Kiss • Say I Love You

For Parents' Sake

A Survival Kit for Parents and Kids

Volume II, Tips For Parents

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OKLAHOMA STATE DEPARTMENT OF HEALTH

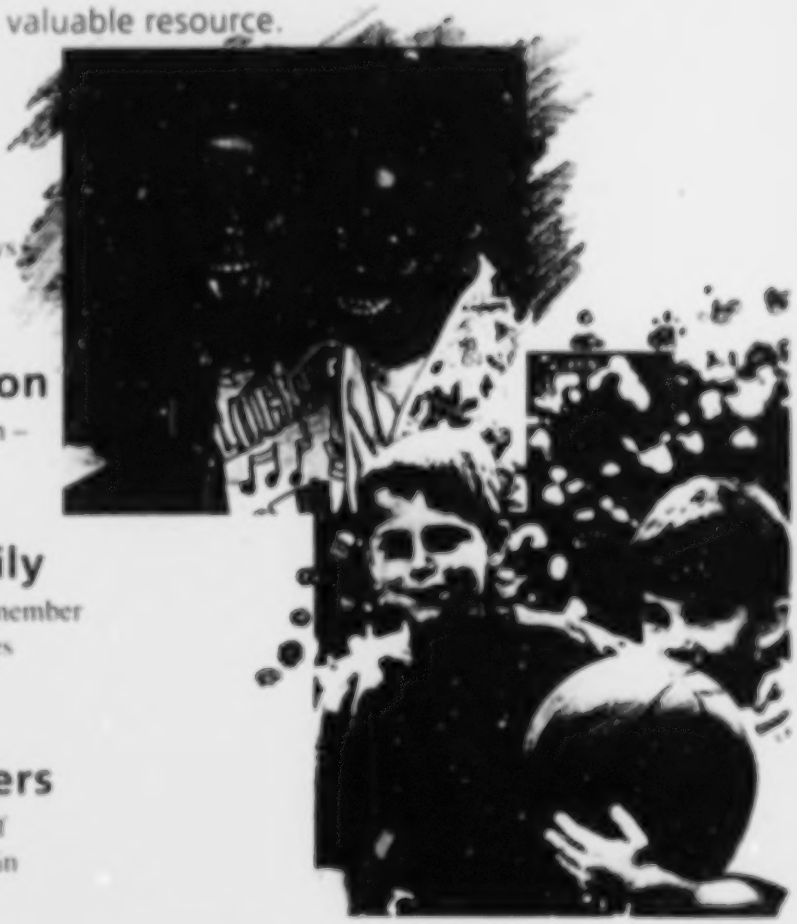
Child Guidance Service • Office of Child Abuse Prevention

1992

Introduction

Parenting is the most important job in the world.
Parents provide for the health and well-being of children.
And, children are the world's most valuable resource.

This booklet is the second in a series that provides some tips for parents and children. It has information about the important things that parents do in helping children grow up. The three sections of this booklet contain ways parents help their children.



Getting Along As A Person

Parents help each child learn to be a person – separate and different from anyone else.

Getting Along As A Family

Parents help their child learn how to be a member of a family – to love, share, follow the rules and help with family activities.

Getting Along With Others

Parents help their child learn to be a part of the community – develop friends, do well in school, join community organizations.

There are several keys to surviving parenthood – one is having information. This booklet will provide you with some tips to help you along the way.

Additional Information

If you have questions about your child's development or child rearing methods at any stage, visit your doctor or the Child Guidance Clinic at your County Health Department.

For more detailed information on guidance and discipline methods, consult your local library, health department, mental health agency, county extension office, social services agency, hospital, pediatrician or family doctor.

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Getting Along As A Person

Self Esteem / Self Concept

Parents can help their children feel good about themselves. The self concept is a LEARNED thing. It is taught in the home and in school by

- the things you say to the child and other family members.
- the way you look at the child.
- the reactions you have to the things the child does.
- the things you do TO the child and FOR her.

Children who feel good about themselves

- get along better with others.
- do better in school.
- are more likely to follow family rules.
- are more likely to grow up to be happy.

You can help your child feel good about herself when

- you tell your child that you like her and love her.
- you tell your child that she does things you like.
- you help her and take interest in her activities.
- you let your child know she is trying.

A positive self concept helps a child feel that she is able to be loved just because she is herself, not because of something she does.

Self Esteem

Books For Parents

Check the library or local bookstore for these suggested books:

Self-Esteem
A Family Affair
Jean Illsley Clarke

Your Child's Self-Esteem
Dorothy Corkille Briggs

Growing Up Again
Parenting Ourselves
and Our Children
Jean Illsley Clarke
and Connie Dawson

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Ways to Help Children Feel Good About Themselves

Listening to your child makes him feel important. REALLY LISTEN!

Catch your child doing something good – praise him for the behavior you like.

"Great job! You made your bed today."

Let your child know what makes him special. He needs to know that it is okay to be different from anyone else.

"You really like to wear cowboy boots, even when it's hot."

Avoid comparing one child with another. Remember, each child is an individual and has his own personality, rate of growth, and way of learning.

Let the child help you around the house when he wants to help. Be sure and tell him that you are pleased.

"Having your help sure made washing the dishes easier. Thanks!"

Let children do things for themselves when they are able. Some examples might be: for younger children, putting on clothes; for school age children, doing school work; for a teenager, driving a car or buying his own clothes.

Tell your child that you love him – no matter what he does.

Tell your child often you like the things he does.

Use your child's name often.

Have fun with your child. When he sees you laugh and smile while you are spending time with him, he will know that you enjoy being with him.

Parents who feel good about themselves find it easier to help their child feel good.

Plan activities in your life that make you feel good about you. Build relationships with other adults that give you a positive reflection of yourself.

Self Esteem / Self Care

Books For Parents and Kids Together

Check the library or local bookstore for these suggested books for young children. Ask your librarian for other suggestions.

Whistle for Willie
Ezra Jack Keats

All By Myself
Mercer Mayer

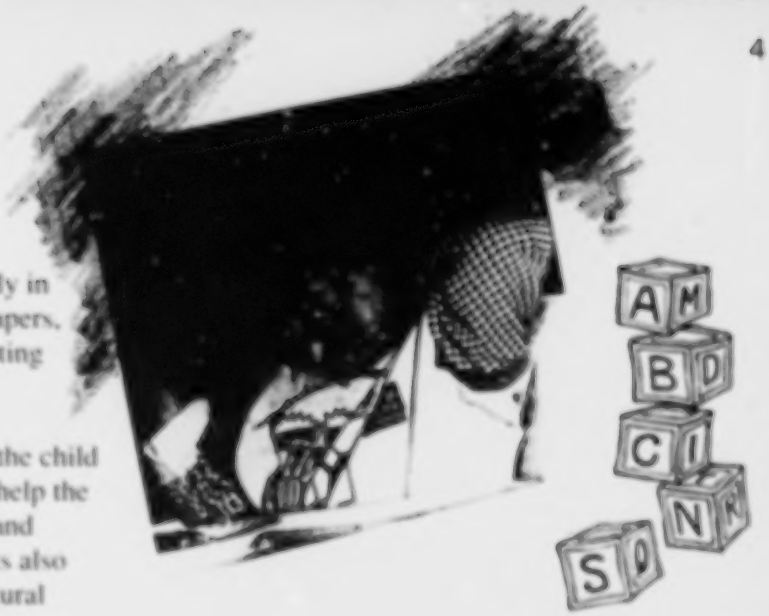
I Can, Can You
Carol Adorjan

The Little Engine That Could
Wally Piper

Love You Forever
Robert Munsch

Quick As A Cricket
Audrey Woods

Consequences



When a child is very young, parents are mostly in control of the child's activities – changing diapers, feeding, dressing, planning schedules and putting things away that might hurt the child.

As the child gets older, parents begin to help the child learn to control her own behavior. They can help the child learn self-control by having clear rules and following through with consequences. Parents also help by letting her experience some of the natural consequences of her own behavior.

Consequences are what happens as a result of behavior. Consequences help your child learn to take responsibility for her behavior and learn self-control. Sometimes this may happen naturally. For example:

"If you don't eat your supper, you get hungry."

There may be times when you as a parent may need to take action to provide a consequence. Your actions can help your child understand that her behavior is causing the problem. For example:

"If you ride your bike recklessly in the street, the bike will be off limits for a day. You will have a chance to practice good safety rules tomorrow."

Consequences can help teach the behavior you want. Consequences can also be a chance for you to let your child know you like and love her even when you do not like her behavior.

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Consequences Are Not Punishments

Punishing your child will lead to feelings of anger or helplessness.

Yelling, Slapping, Pushing or Spanking Are Not Consequences – These Are Punishments That Hurt Your Child.

They lower her self-esteem and make it harder for her to learn the behavior you want her to learn.

When you as a parent take action . . .

- tell your child the rules. Describe the behavior you want and the behavior you do not want.
  "Sit in the chair."
- set rules and limits that are reasonable for your child's age.
- avoid saying "No" all the time.
- tell your child in advance what the consequences will be for his behavior.
  "If you throw the book, I will put it up."
- act as soon as the behavior happens.
- stay as calm as possible and use a firm tone of voice.
- give your child a choice of stopping behavior you don't like or having the consequence.
- follow through. This is the only way your child will learn the behavior you want.

Parents can ask themselves . . .

- Are we expecting too much? Expecting too little?
- Does the child know what the rule is?
- Am I yelling too much?
- Am I trying to be positive and teach her in a kind and helpful way?
- Have I told her lately that I love her?

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Tips on Time Out

Time out gives the child a chance to calm down when his feelings and behavior are out of control. It also is a chance for him to learn about what behavior you like and what behavior you do not like.

Time out is removing the child from a situation until he can get control of his feelings and behaviors.

When using time out:

1. tell your child in advance what behavior you do not like.
2. tell your child that time out is the consequence for the misbehavior.
3. give your child the choice of stopping the behavior or taking a time out.
4. tell your child he may "try again" after time out.
5. you may want to hold a small child in your lap or sit beside him to help him calm down. If you remain calm, your child will calm down more easily.
6. never yell, slap, hit, jerk, push or spank a child when using time out. These behaviors are hurtful to your child and will lower his self-esteem. He will have a more difficult time getting control and learning the behavior you want.
7. practice relaxation with your child to help you both gain control.
8. wait until your child is calm and talk about how to keep from having the same problem again.
9. praise him for behavior you like.

Reasonable Time Limits

Your child does not understand time the way you do. Five minutes may seem like forever to a young child. Making your child take a time out for a long time usually will not work and may be harmful to him. A kitchen timer may be a helpful way to keep track of the time. Below is a list of reasonable time limits for "time out".

2 - 2½ years	1 - 2 minutes
2½ - 3 years	1 - 3 minutes
3 - 4 years	1 - 4 minutes
4 - 5 years	1 - 5 minutes
5 - 6 years	1 - 6 minutes

Time Out is . . .

- a chance for the child to get control.
- done with a calm, positive tone of voice.
- best when the child knows ahead of time what behavior you do not like and is given a choice.
- used when other things have been tried and the child continues the behavior you do not like.

Time Out is NOT . . .

- a punishment.
- a way to shame or get even with the child.
- calling the child names like "baby", "naughty" or "bad".

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Time Out for Parents

There may be times when your child's misbehavior is one more stress in an overloaded, busy day. Taking "time out" can help you relax and be better able to deal with the stress of your child's misbehavior. You also can show your child how you calm down and feel more in control of yourself by practicing "time out." Below are some ways you might take time out.

- Stop in your tracks. Step back. Sit down.
- Take five deep breaths. Inhale. Exhale. Slowly, slowly.
- Count to 10. Better yet, 20. Or, say the alphabet out loud.
- Phone a friend. A relative.
- Punch a pillow. Or, munch an apple.
- Thumb through a magazine, book, newspaper or photo album.
- Do some sit-ups. Take a walk.
- Pick up a pencil and write down your thoughts.
- Take a hot bath. Or a cold shower.
- Lie down on the floor, or just put your feet up.
- Put on your favorite music.
- Water your plants.

Adapted from "Take Time Out," National Committee For Prevention of Child Abuse, Chicago, Illinois. Reprinted with permission from NCPCA.

Helping Children Learn Self-Control

Books For Parents

Check the library or local bookstore for these suggested books.

Raising Self-Reliant Children in a Self-Indulgent World
H. Stephen Glenn and Jane Nelson

The Art of Sensitive Parenting: The 10 Master Keys to Raising Confident, Competent, and Responsible Children
Katherine Kersey

Children: The Challenge
Rudolf Dreikurs

Raising a Responsible Child
Donald Dinkmeyer and Gary McKay

A New Approach to Discipline: Logical Consequences
Rudolf Dreikurs and Loren Grey

Getting Along As A Family

Family Problem Solving

All families experience problems at one time or another. When problems do come up, it helps to have a plan. The plan works best when all family members are respected and share in solving problems. One plan is to have a **family meeting**. Some guidelines for family meetings are:

- Include all family members, regardless of age.
- Have a regular meeting time and place.
- Start and end meetings on time.
- Let all family members have a chance to talk and share their ideas and feelings.
- Use family meetings as a time to plan the fun trips, weekly menus or to solve problems. The meetings should be positive and not just a time to fuss at each other.
- Put a piece of paper on the refrigerator so that family members can write down things to talk about at the family meeting.
- Use problem solving steps to work things out.

Steps for Problem Solving

1. State The Problem.
   "Dirty clothes are left on the floor."
2. Brainstorm Solutions.
   Write down all ideas and discuss them later.
   "Mom is responsible for picking up dirty clothes."
   "Each person is responsible for picking up clothes."
   "Children must pay mom money from their allowance when she picks up clothes."
   "Dirty clothes will not get picked up by mom, nor will they be washed if they are not in the dirty clothes basket by washing day."
3. Choose One Idea.
   "Dirty clothes won't get picked up or washed if they are not in the clothes basket by wash day."
4. Decide How Much Time Is To Be Given To Try The Idea.
   "Let's try this for two weeks, and see how things go. We can talk about it again in two weeks."
5. Discuss How The Idea Worked.
   Talk about it after you have given it a chance to work.
   "It seems like everyone has been doing a good job of getting dirty clothes to the clothes basket."

Family Communication and Problem Solving

Books for Parents

Check the library or local bookstore for these suggested books.

Traits of a Healthy Family
Dolores Curran

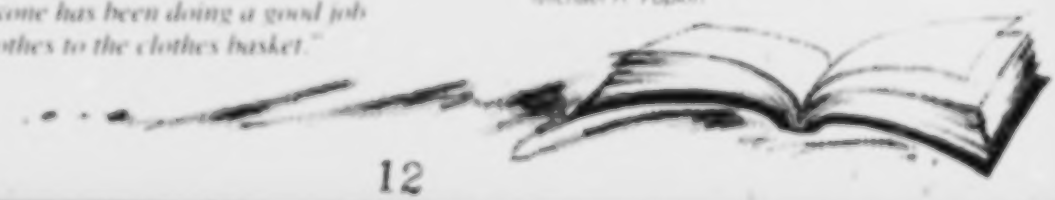
Stress and the Healthy Family
Dolores Curran

How to Talk So Kids Will Listen and Listen So Kids Will Talk
Adele Faber and Elaine Mazlish

How to Stop Fighting With Your Kids
Rudolph Dreikurs, Raymond J. Corsini, and Shirley Gould

Parent Effectiveness Training (P.E.T.)
Thomas Gordon

Parents' Guide Active Parenting of Teens
Michael H. Popkin



Family Communication

In learning to get along as a family, family members talk and listen. Family members share ideas, thoughts, and feelings in several ways. They communicate with words, the way their faces and bodies move, and sometimes by the things they do not say or do not do.

Tips for Listening

- Your child will listen to you if you listen to her.
- Take time to listen to your child.
- If possible, find a quiet place. Get rid of things that might take your attention away from hearing what your child is saying (such as the TV).
- Sit or stand so that the child can look at you and you can look at the child.
- Face the child. However, do not make the child look at you.
- Tell your child what you hear her saying. It is important that she knows you heard and understood.
  "You had a fight with Jody today. You seem really sad about that."
- When listening use words like
  "I hear you saying . . ." *"You seem to feel . . ."*
  "It appears like . . ."
  This will give your child the chance to let you know that you heard what she is trying to tell you.
- When you want your child to keep talking, use words like
  "I see . . ." *"Tell me about that . . ."*
  "Hmmm . . ." *"That is interesting."*
  "I am listening . . ." *"Oh . . ."*

Examples of letting your child know you are listening . . .

- *"It sounds like you think the teacher was being unfair in giving too much homework."*
- *"You sound excited about going to the zoo."*
- *"You seem pleased that you got an 'A' on your paper."*
- *"You're so proud of yourself for learning how to tie your shoes."*

Family Communication

Books for Parents and Kids Together

Check the library or local book store for more suggested books for young children. Ask your librarian for other suggestions.

I Just Forgot
Mercer Mayer

Just Me and My Dad
Mercer Mayer

Don't Touch!
Suzy Kline

The Berenstain Bears Get in a Fight
Stan and Jan Berenstain

Children Do, Grown-ups Don't
Norma Simon

Tips for Talking

- Say things in a positive way. For example,
  "I like it when you help pick up your toys."
  "Thank you for coming to the table on time."
- Keep statements simple. If you say too much, your child may feel confused. She may not understand what you're trying to say.
- Take responsibility for your feelings, thoughts and ideas. You will be setting an example for how your child talks to you. For example,
  "When I see toys all over the floor, I feel frustrated."
  "I would like to go to the park today."
- Avoid blaming or put down messages. These messages hurt the child's self-esteem. She will have a hard time listening to you if her feelings are hurt. For example,
  "You are a mess."
  "You are always slow getting dressed."
  "You're mean."

Positive Things To Say . . .

- *"I like the way you tried."*
- *"It is so helpful when you bring the dishes to the sink."*
- *"You put a lot of effort into cleaning your room."*
- *"Now that's what I call being responsible!"*

Feeling Words . . .

It is helpful for family members to be able to talk with each other and share their feelings. Parents and children may need help in putting a name to feelings. Below are some samples of "**FEELING WORDS**".

Words That Describe "UPSET" Feelings

afraid	bad	mad	angry
anxious	irritated	confused	disappointed
bothered	concerned	bored	unloved
unfair	hurt	sad	

Words That Describe "HAPPY" Feelings

good	glad	better	proud
safe	trusted	brave	accepted
important	excited	relieved	loved
respected	pleased	great	sure about myself

Feelings

Books for Parents and Kids together

Check the library or local bookstore for their suggested books for young children. Ask your librarian for other suggestions.

Alexander and the Terrible, Horrible, No Good, Very Bad Day
Judith Viorst

The Runaway Bunny
Margaret Wise Brown

I Was So Mad
Mercer Mayer

Feelings
Aliki

I Am Not A Crybaby
Norma Simon

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Brothers and Sisters

How children get along as brothers and sisters is one of the most important ways of learning about caring, sharing and give-and-take.

Fussing and fighting between brothers and sisters happens. Most parents do not like it when their children fight, but it happens in all families. How parents help their children solve problems is what matters. Some things that might help are:

- Spend some time with each child. Children need to know that parents see them as special.
- Sometimes brothers and sisters fight because they want attention from parents. It is best not to give too much attention when children are fighting. Give attention to children when they are not fighting.
- When possible, let the children try to find their own solutions.
- If their solutions are not working, suggest other solutions for them to try.
  "Maybe you can take turns using the truck."
- When children are fighting and someone is going to get hurt, you need to help children with the problem.
- When you need to help them, do not take sides. Do not decide who is right and who is wrong. Punishment for fights between brothers and sisters may cause more fights.
- Separate children who may hurt each other until they have control of their feelings. Let them try again when they are ready.
- Parents can show children how to get along by the way they get along with relatives, friends and each other.

Brothers and Sisters

Books for Parents

Check the library or local bookstore for these suggested books for young children. Ask your librarian for other suggestions.

Siblings Without Rivalry
Adele Faber and Elaine Mazlish

He Hit Me First
Louise Bates Ames and Frances L. Ilg

Brothers and Sisters

Books for Parents and Kids together

Check the library or local bookstore for these suggested books for young children. Ask your librarian for other suggestions.

Me Too!
Mercer Mayer

Peter's Chair
Ezra Jack Keats

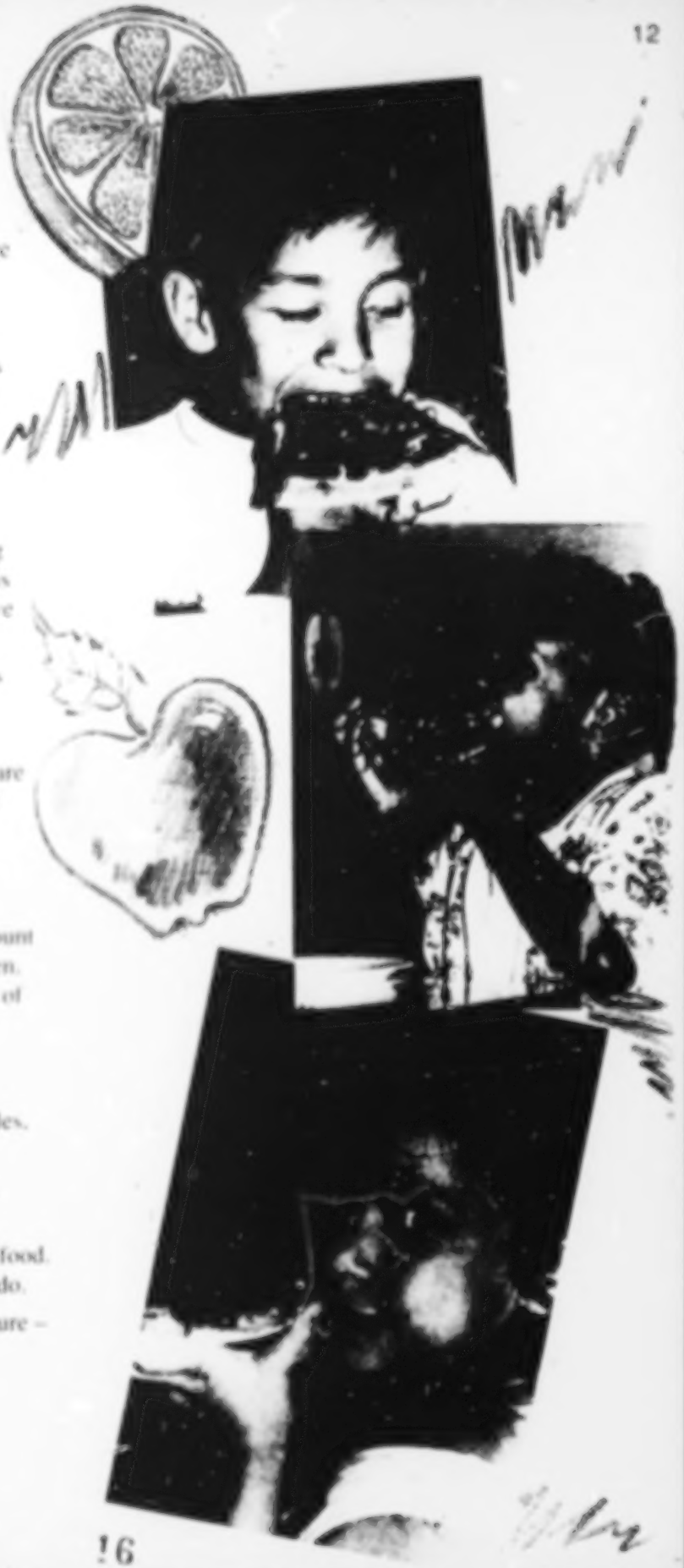
A Baby Sister for Frances
Russell Hoban

No Fighting, No Biting!
Else Minarik and Maurice Sendak

And You Give Me A Pain, Elaine
Stella Pevsner

Family Routines

Mealtime and bedtime with children can sometimes be difficult, depending on the age of the child and how he is feeling on that particular day. No one enjoys a table that becomes a battleground, and the last thing parents want or need at the end of the day is a bedtime struggle. Listed below are some suggestions for parents in dealing with mealtime and bedtime hassles.



MEALTIME

- Avoid nagging, threatening and warning your child during mealtime. Mealtime is a time to talk about good things that have happened that day.
- Many eating problems start with parents being too worried about what and how much the child eats.
- When possible, let your child help prepare food and put plates, glasses, spoons and forks on the table.
- Tell your child when it is time to come to the table.
- Give or let your child take only the amount of food she can eat. For younger children, a tablespoon of each food for each year of age is a reasonable amount.
- Limit between meal snacks of sweets and high calorie/low nutrition foods. Provide healthy snacks such as vegetables, fruit or cheese.
- When your child is tired, fussy or sick, she may not want to eat much.
- Do not force your child to eat a certain food. She has likes and dislikes just like you do.
- Children like food to be room temperature – not too hot, not too cold.

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BEDTIME

- The amount of sleep a child needs is different with each child.
- A regular bedtime routine will help your child realize that it is time for bed. This makes her feel secure because she knows what is going to happen next.
  "First you take a bath, then we will read a book, then I will get you some water . . ."
- Avoid rough-housing and other active play just before bedtime.
- Be firm and loving when you keep the bedtime routine.
- Once you have finished the bedtime routine, say *"Goodnight"* and stick to it.
- If your child gets out of bed, calmly take her hand and take her back to bed. The less said the better.

Family Routines

Books for Parents

Check the library or local bookstore for these suggested books.

What Do You Do When . . . ? A Handbook for Parents and Other Beleaguered Adults
Juliet U. Allen

Questions Parents Ask
Louise Bates Ames

The Mother's Almanac
Marguerite Kelly and Elsa Parsons

The Father's Almanac
Marguerite Kelly

Family Routines

Books for Parents and Kids together

Check the library or local bookstore for these suggested books for young children. Ask your librarian for other suggestions.

Just Go To Bed
Mercer Mayer

Where the Wild Things Are
Maurice Sendak

There's A Nightmare in My Closet
Mercer Mayer

Bread and Jam for Frances
Russell Hoban

Eat Up, Gemma
Sarah Hayes

Goodnight Moon
Margaret Wise Brown

The House That Had Enough
P.E. King

Discipline in Public Places

Taking children to the grocery, discount or department stores and to restaurants can be a chance for parents to teach them about how to behave in public. The following tips might help make trips more enjoyable:

- For very young children, keep trips short. As your child gets older, parents may increase the time spent in the store or in a restaurant.
- Talk to your child before the trip. Tell your child where you are going, what you plan to do and about how long the trip will be.
- Tell your child what you want him to do while at the store or restaurant.
  "Walk beside me."
  "Sit at the table while we eat."
  "Help me choose the vegetables."
  "Ask if you want to touch something."
- Give your child a job as you shop.
  "Help me find the prettiest apples."
  "Find the cheapest green beans."
  "Match the coupons with the labels."
- Bring a snack, toy or a storybook to keep your child busy during the shopping trip. For a small child, tie a favorite soft toy to the handle of the shopping cart.
- Ignore acting-out behavior unless it is dangerous, hurting someone or something, embarrassing to you or bothering others.
- Reward behavior you like by talking with him or playing with him. Let him help you choose the things you buy. Encourage him to talk, watch, listen, think.
- Don't bring a child who is tired or ill to the store. If the child is hungry, feed him before going to the store.
- Sing quiet songs together while rolling the cart or make up a silly song together.
- Have your child help you name all the foods in the cart – all the meats, vegetables, breads, fruits and dairy products.
- Praise, praise, praise – whenever your child is doing something right!
- Reward good behavior. Promise to play a game with or read to the child when you get home. Follow through.
- Develop some "Sign Language" at home with the child - signals which mean, *"Stop" "Come Here" "Be Careful."* Use them in public. Your child will like this game and strangers are impressed.
- Let the child know that it is a special treat to get to go shopping with you. Then make it fun.

"Temper Tantrums" In Public

If your child gets out of control, has a "temper tantrum" or embarrasses you:

- Stop.
- Pick him up (or take him by the hand).
- Take him out of the store or to the restroom (to a private place).
- Talk to him quietly, eyeball-to-eyeball.
- Tell him that you do not like his behavior.
- If necessary, put him in the back seat of the car and you sit in the front seat or stand beside the car.
- Say nothing else.
- Wait for him to calm down – no matter how long it takes.
- Then ask him if he is ready to try again.
- If he doesn't calm down, take him home.
- If possible, find someone to stay with him while you shop or shop at another time.

Discipline in Public Places

Books for Parents

(Check the library or local bookstore for these suggested books)

What Do You Do When ... ? A Handbook for Parents and Other Beleaguered Adults
Juliet U. Allen

To Listen to the Child
T. Berry Brazelton

Parent's Guide
Stephen B. McCarney and Angela M. Bauer

Getting Along With Others

Getting Along With Friends

Children learn from their parents how to get along with others and this begins at birth. As a child gets older, his friends occupy an increasing amount of his time. Making friends is different at each age. Below are some samples:

Infants *0-1 Year*

respond to adults more than other babies

treat other babies like objects

pay attention when other babies cry

usually play by themselves

Toddlers *1-3 Years*

want to keep toys to themselves

play side by side with other children

tell others about what they've done

play near others doing similar things, but don't cooperate with them

Preschoolers *3-5 Years*

have favorite friends, but may not keep them long

sometimes hit and push

work with others, share, take turns

are demanding

"tell" on friends and brothers and sisters

need adults to help them get along with others

Friends

Books for Parents and Kids together

Check the library or local bookstore for these suggested books for young children. Ask your librarian for other suggestions.

Just My Friend and Me
Mercer Mayer

Best Friends for Frances
Russell Hoban and Garth Williams

Friends
Helme Heine

Making Friends
Mr. Rogers

Sam and the Firefly
P.D. Eastman

Getting Along With Friends

School Age

6 Year-Olds

are demanding
play well with one friend at a time
are poor group members
are tattle-tales
need adults to help them get along with each other

7 Year-Olds

play in a loosely organized group
have strong loyalties for a short time
are not good losers
like secrets with friends
are beginning to prefer friends of the same sex
still need adults to help them get along with each other

8 Year-Olds

are highly critical of brothers and sisters
fuss and fight with friends and family members
join groups for short periods of time
prefer friends of the same sex

9 Year-Olds

join groups of the same sex
are critical of the opposite sex
have friends outside of their own neighborhoods
like secret codes and languages

10 Year-Olds

continue to prefer groups of the same sex
like rules and teamwork
show affection for friends of the same sex
are very careful in choosing friends
have friendships that are intense

Getting Along With Friends

11-13 Year-Olds *Early Adolescence*

have feelings about themselves that are tied to how the group feels about them

want to behave, dress and talk like the group

can be very critical of each other

like participating in community activities

like organized activities such as scouts, 4-H, church groups

like competitive games and sports

have mixed feelings about the opposite sex – are interested but unsure of themselves

go on group dates or "hang out" together

14-15 year-olds *Middle Adolescence*

have one-to-one friendships with same sex

focus on understanding friends

develop deeply personal friendships

try out new ideas and new ways of thinking on their friends

are loyal and trusting of friends

are concerned about what is "fair" and "not fair"

are interested in the opposite sex and may begin dating

16-18 year-olds *Late Adolescence*

have many different friends

begin to trust adults more

begin "steady" dating with one person

may have concerns about sexual activity

begin to ask and answer moral questions

share ideas with friends about job training, colleges and careers

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When Your Child Hurts Another Child

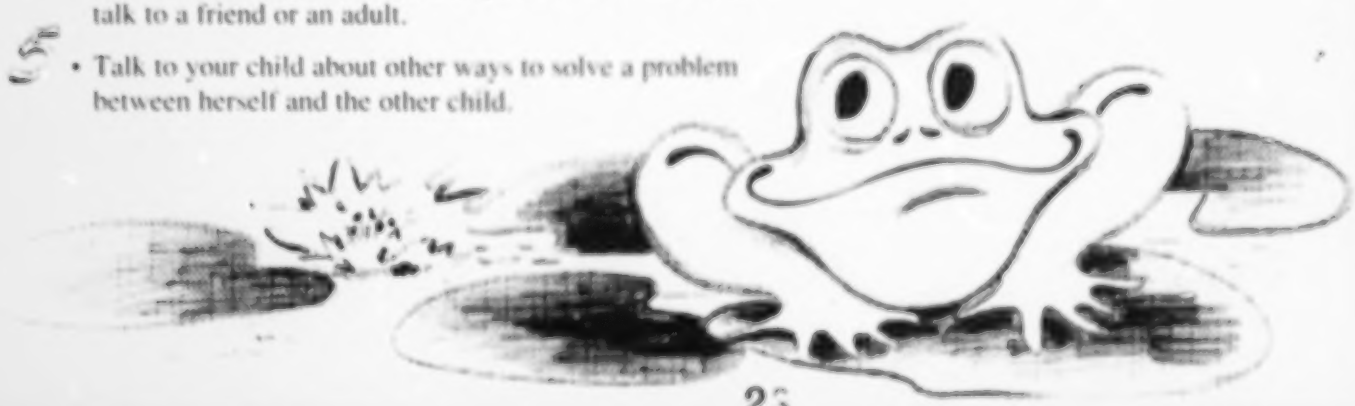
Your child gradually learns self-control; it takes time and patience. When your child gets frustrated or overwhelmed by feelings, her lack of self-control may result in behavior that hurts another child – such as hitting, pushing, biting, kicking or throwing things.

Some suggestions that may help:

1. • Try to be as calm as possible when helping your child learn that hurting others is not acceptable.
2. • Always make sure the child that is hurt is taken care of and comforted first.
3. • Give as little attention as possible to the child who did the hurting. Do not yell or say things such as *"You are so mean!"*
4. • If necessary, remove the child from the situation. This will give her a chance to gain control of her feelings.
5. • Never, never hit, bite, kick or in any way hurt the child back. This will only teach her that it is okay for adults to hurt others but it is not okay for children. Remember your child loves you and trusts you to protect her from harm. Hurting the child does not teach her what to do and it builds feelings of revenge.

When the child is calm:

1. • Tell the child that she may use words to tell how she is feeling.
2. • Tell the child that it hurts to be bitten, hit or kicked and she must never do these things. Feelings are okay – hurting others is not okay.
3. • Give a young child who is biting, something she can bite such as a soft toy, a teething ring or a towel.
4. • Show your child other things she can do when she is upset – punch a punching bag or pillow, go for a walk or run or talk to a friend or an adult.
5. • Talk to your child about other ways to solve a problem between herself and the other child.



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Getting Along At School

Working With Your Child's Teacher

It is important for parents and teachers to work together in order for children to have a good school experience. The classroom teacher is the single most important person in regard to your child's education. Most teachers welcome a parent's involvement. Plan to meet with the teacher on an on-going basis, not just once or twice a year.

Some of these ideas may help:

- Make a list of what you want to talk about with the teacher.
- If you have a problem, talk about the things that bother you.
- Tell the teacher the things you feel good about.
- Offer to help in the classroom when possible, and use your time and talent as a school volunteer.
- Attend all school meetings that concern your child.

Homework

- Talk with your child about when she will do her homework.
- Let her help decide when will be the best time. Having a regular time for homework helps.
- Never do your child's homework for her. Do show interest in what she is doing.
- Tell your child you appreciate her efforts.
- Remember that children need to take breaks every 15 to 20 minutes.
- Check your child's homework to see if it is complete.
- Talk with your child about her grades and teacher comments on homework.

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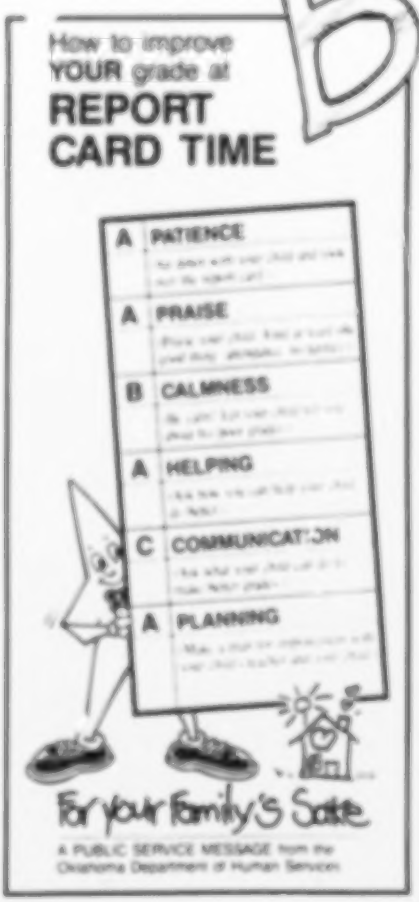


Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

Conclusion

There are no simple ways to meet the challenges of being a parent. One approach is to seek information. Other helpful ways are:

Develop A Support System

Every parent needs encouragement and support. Surround yourself with people who make you feel good – such as friends, relatives, a support group, a church group or a special interest group.

Communicate With Your Child

Children need to be seen and they need to be heard. Listen and try to see the world through their eyes. Imagine what it is like to be a child and think back to your childhood. When you speak, remember that

"Sticks and Stones can break their bones . . .
Negative and angry words can break their spirit."

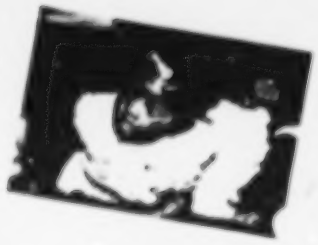
Positive words build their spirit.

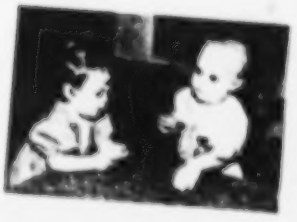
Educate Yourself

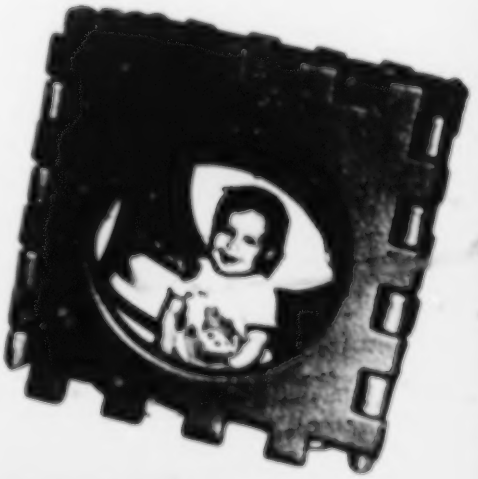
Knowing how to be a parent is not taught in school. The more you learn about children, the easier your job will be. Places where you can learn more about parenting include:

Health Agencies	Youth and Family Services
Mental Health Services	Parents Assistance Centers
County Extension Offices	Hospitals
Family Doctor's Office	Libraries

and your local County Health Department Child Guidance Clinics.







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APPENDIX OF RESOURCES

For information on parenting and child development, a parent support group, and other resources in your community, contact:

Oklahoma State Department of Health
Child Guidance Service
Prevention and Parent Education Division
Office of Child Abuse Prevention
1000 N.E. 10th Street
Oklahoma City, Oklahoma 73117-1299
(405) 271-4477

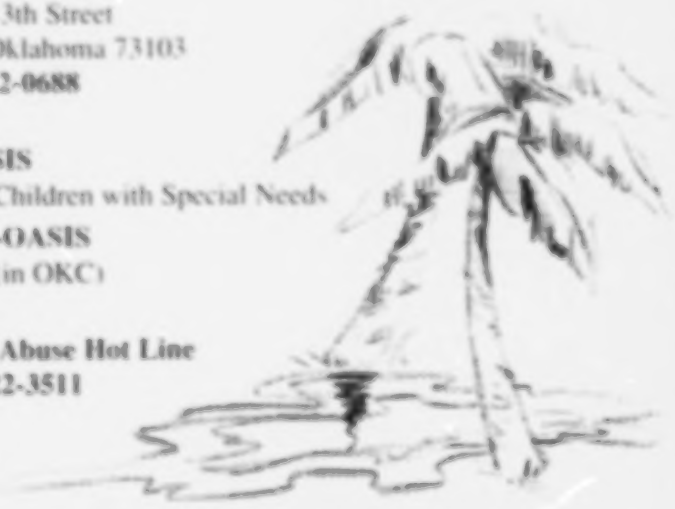
Department of Human Services
Child Welfare Division
P.O. Box 25352
Oklahoma City, Oklahoma 73125
(405) 521-4266

Department of Mental Health and Substance Abuse Services
Prevention Section
P.O. Box 53277
Oklahoma City, Oklahoma 73152-3227
(405) 271-8755

Oklahoma Committee for Prevention
of Child Abuse
525 N.W. 13th Street
Oklahoma City, Oklahoma 73103
(405) 272-0688

OASIS
Information and Referral for Children with Special Needs
1-800-42-OASIS
271-6302 (in OKC)

Oklahoma Child Abuse Hot Line
1-800-522-3511



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Dear Parent:

The Oklahoma State Department of Health is pleased to present the second in our series of parenting booklets, **For Parents' Sake, Volume II, Tips For Parents**. We hope you have received a copy of **Volume I, Knowing What to Expect** and have found it helpful. We recognize that being a parent can present many challenges, as well as joys. These booklets are designed to give you new ideas, answer some of your questions, or direct you to other sources of information.

The child abuse prevention projects and local county health departments provide parenting programs in communities throughout Oklahoma. If you want to know more about programs in your area, please contact the Child Guidance Service at (405) 271-4477 or write to the above address.

Sincerely yours,

Joan K. Leavitt, M.D.

Joan K. Leavitt, M.D.
Commissioner of Health

Do you have friends who would benefit from "Tips For Parents"?

Please give them copies of the order form below. A booklet will be mailed to individuals upon request as long as a supply is available.

For Parents' Sake, Volume II "Tips For Parents" is FREE

Yes, please send me Volume II, "Tips For Parents".

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Place Stamp Here

Oklahoma State Department of Health
Child Guidance Service
For Parents' Sake
1000 N.E. 10th Street
Oklahoma City, OK 73117-1299

55 Fun Things

Sing a song together • Make up a song together • Read a story • Play a board game
Go for a walk • Go on a picnic • Play catch with a beach ball • Go to the library
Go to the zoo • Go to a museum • Go on a nature walk • Listen to night sounds
Play "Simon Says" • Listen to morning sounds • Make a snack and eat it
Make a family tree • Draw a picture • Make a special meal • Have a birthday party
Tell family stories • Make cookies • Make cards for each other • Go fishing

For Parents and Kids

Make gifts for friends and relatives • Make cards for friends and relatives
Look at family photos • Make up stories • Have a puppet show • Play "charades"
Have a family "circus" • Have a talent night • Watch a movie and talk about it
Spend time alone with each child • Talk and listen • Have a family band concert
Make a family picture • Play an outdoor game • Tell jokes • Go bird watching

To Do Together

Have an indoor or outdoor garden • Have a "tea party" • Pick wild flowers
Write a letter to grandparents • Put together a puzzle • Have a barbecue
Cook hot dogs over a "campfire" • Create a stamp collection • Make a scrapbook
Create a "bug" collection • Create a "rock" collection • Play with family pet
Read a comic book or Sunday funny paper • Go to the park or playground
Play simple games • Make a leaf or plant collection

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1000 Northeast 10th Street
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